Division: Theoretical and Behavioral Foundations

Program Area: Counselor Education

Course #: CED 7040

Course Title: Techniques of Counseling

Section #: 20343

Term/Year: Winter 2015

Course Location: 0204 Education

Day: Thursday  Time: 5:30 p.m.- 9:30 p.m.

Instructor: Sameerah Davenport, MA, LPC

Office Address: 317 Education Building

Office Hours: By appointment only

Office Phone #: (313)577-9356

Email: sameerah.davenport@wayne.edu  Website: coe.wayne.edu/tbf/counseling/
Course Description:

Techniques, ethics, and process of counseling including: facilitative relationships, case conceptualization, goal setting, intervention, and outcome evaluation. Development of counseling skills to facilitate growth or change with respect to psychological, vocational, and social concerns through self-advocacy, cognitive, affective, and behavioral interventions. Analysis and practice using simulated counseling experiences.

Course Outcomes:

The outcomes for this course are the development of the knowledge and skills required for comprehensive case analysis and intervention including the following:

1. Counseling Skills
   a. Basic Relationship and Counseling Skills
   b. Diagnostic Interviewing
   c. Problem Specification
   d. Case Conceptualization
   e. Goal Setting
   f. Intervention Planning
   g. Progress/Outcome Evaluation

2. Develop awareness of issues related to the application of theory and techniques of counseling relative to clients from diverse backgrounds.

3. Develop skills in the preparation of a comprehensive case conceptualization.

4. To increase knowledge of the interpretation and application of the legal requirements and ethical codes related to the practice of counseling.

5. Other topics which are covered in this course include, but are not limited to, the following:
   a. historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement; roles, functions, and professional identity of community counselors;
   b. structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling;
   c. implications of professional issues unique to community counseling including, but not limited to recognition, reimbursement, and right to practice; and implications of socio-cultural, demographic, and lifestyle diversity relevant to community counseling.

Required Text(s):

Additional References:


Course Assignments:
A. READINGS
Assigned readings should be completed as indicated in the Course Schedule. Students should be prepared to summarize, discuss, and/or react to all readings.

B. SKILL COMPETENCE (Performance) [starts February 5th]
Students must demonstrate competence in the various skills and stages of counseling from intake through evaluation. Skill competency assessment will be based primarily on observation and tapes. Each student's performance will be graded by the instructor and supervisors during the ten Counseling Process dyads. Activities will include those in class and ongoing counseling triads conducted in the counseling laboratory. Specific assignments are:

1. DISCLOSURE STATEMENT
   Students must develop and be comfortable in presenting their personal disclosure statements prior to the first counseling session (February 5th). It will be discussed in class and a typewritten copy is DUE: January 22, 2015

2. DYAD ROLES
   a. Observer Role
      Each student must observe a Counseling Process Triad session weekly.
      1. As observers, students must complete the following forms for each Skill Practice Dyad session observed:
         Skill Practice Dyad Session #1 - Disclosure Statement Practice Activity Form & Basic Skill Observation Form
         Skill Practice Dyad Sessions #1, #2, #3, etc. - Basic Skill Observation Form
   b. Counselor Role
      Each counselor must complete an Interview Summary Form for each Skill Practice and Counseling Process dyad session conducted as the counselor.
   c. Client Role
      Each student must present a concern appropriate for Counseling Process Triads. Criteria to be applied include genuineness and willingness to disclose and work on the issue presented. Role-playing is discouraged. Cooperation is expected. As clients, students must present an appropriate, authentic issue.

C. CONCEPTUAL KNOWLEDGE
1. Dyad Reports
   a. Counseling Process Interim Dyad Report (covering sessions 1-3 with second client)
      Typed report must include (use form provided):
      1. Development of rapport/relationship
      2. Problem assessment /exploration of areas of concern
      3. CABS plus multicultural issues
      4. Identification and setting of goals
      5. Theoretical approach/approaches (w/ techniques) and interventions used or to use.
      DUE: April 2, 2015
b. **Counseling Process Dyad Final Report- continuation of interim dyad report**  
   (covering sessions 1-7) *(use form provided)*  
   Typed report must include:  
   1. Implementation and evaluation of the treatment plan.  
   2. Termination and proposed follow-up.  
   **DUE:** April 30, 2015

2. **Tape Script Analysis:** *(use form provided)*  
   a. **Tape Script Analysis #1**  
      Typed script analyses of five (5) minutes of **skill practice triad session #2** *(February 12, 2015)* *(use form provided)*. The evaluation format requires labeling and rating counselor statements, analysis of counselor statements, analysis of client responses and the generation of appropriate alternative counselor responses [a minimum of two counselor responses is required]. Points will be awarded based on basic skill performance *(Tape Script-Counselor Response)* and knowledge of the counseling process *(Counselor and Client Comment Analysis)*.  
   **DUE:** February 26, 2014

   b. **Tape Script Analysis #2** *(use form provided)*  
      Typed script analyses of five (5) minutes of **counseling process triad session #4** *(April 2, 2015)* *(use form provided)*. The evaluation format requires labeling and rating counselor statements, analysis of counselor statements, analysis of client responses and the generation of appropriate alternative counselor responses [a minimum of two is required]. Points will be awarded based on beginning basic skill performance *(Tape Script-Counselor Response)* and knowledge of the counseling process *(Counselor and Client Comment Analysis)*.  
   **DUE:** April 09, 2015

3. **Case Study [Case Conceptualization]**  
   Students will develop a case conceptualization and treatment plan for an individual from the past or present who is famous/infamous. The focus should be on one (1) primary issue the individual presents with. The paper should incorporate one or more theoretical perspectives; identify goals, strategies and criteria for evaluation. The paper must be typed, follow the outline provided and conform to APA requirements for style and presentation. References (if applicable) must be cited within the narrative and on a bibliography page.  
   **DUE:** February 19, 2015

4. **Quiz**  
   March 5, 2015  
   A quiz will cover material from lectures, handouts, and text.

5. **Ethics Assignment**  
   A short (1-2 page) discussion of one ethical issues [review the *ACA Ethics Code 2014*]. The discussion should include at least one case example of the ethical issue. **Please be prepared to discuss your topic in class.**  
   **DUE:** January 29, 2015

6. **Group presentations**  
   Students will form groups of three (3) and present a 10-15 minute presentation on an evidenced-based treatment for one disorder/condition/problem commonly encountered in therapy. The presentation must include long and short-term goals as well as therapeutic interventions. Case examples, videos, etc. may be used to further the understanding of the treatment.
DUE: March 26, 2015 & April 2, 2015

7. Final Examination April 30, 2015
   A final exam covering material from lectures and texts will be given.

Class Policy

1. Class and laboratory attendance are mandatory. Please contact instructor if unable to be present.
2. Each student must complete 10 of the 11 sessions to earn any clinical experience points.
3. Participation, involvement and commitment are necessary.
4. Professional ethics and conduct (i.e., confidentiality, etc.) are necessary and required.
5. All papers (excluding weekly interview summaries and observation forms) must be typed and comply with current APA standards for publication. Assignments are due as posted.
6. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
7. Assignments must be completed on time. No late assignments will be accepted.
8. Incomplete grades are only allowed for the most extenuating and unforeseeable circumstances.

Cell phones and texting:

• The inappropriate use of cell phones can be disturbing. Either turn these devices off or set to “ring” silently. If there is a compelling need, use these devices as unobtrusively as possible. No cell phone use is allowed in the lab.

Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://dosowayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html]) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html]) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
# Class Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC/ACTIVITY</th>
<th>CHAPTER</th>
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| 1    | 1/15     | 5:30 - 9:30 p.m. | Introduction  
Overview of Syllabus  
Disclosure Statement  
Therapeutic building blocks  
Understanding CABS + culture |         |
| 2    | 1/22     | 5:30 - 9:30 p.m. | Therapeutic Relationship  
**DISCLOSURE STATEMENT SAMPLE DUE** | 3&4     |
| 3    | 1/29     | 5:30 – 9;30 p.m. | Assessment and Goal Setting  
Ethical and cultural competency  
**ETHICS ASSIGNMENT DUE** | 5       |
| 4    | 2/05     | 5:30 - 7:30 p.m. | Paperwork and note-taking  
Action skills and interventions/ working toward goals  
7:30 - 9:30 p.m.  
**SKILL PRACTICE TRIAD #1** | 6       |
| 5    | 2/12     | 5:30 - 7:30 p.m. | Action skills and interventions/ working toward goals  
7:30 - 9:30 p.m.  
**SKILL PRACTICE TRIAD #2** | 6       |
| 6    | 2/19     | 5:30 – 7:30 p.m. | Post-modern approaches and interventions  
Planning and introducing termination and follow-up  
7:30 - 9:30 p.m.  
**CASE CONCEPTUALIZATION DUE**  
**SKILL PRACTICE TRIAD #3** | 8       |
| 7    | 2/26     | 5:30 - 7:30 p.m. | Affective approaches and interventions  
**TAPE SCRIPT ANALYSIS #1 DUE**  
(use skill practice #2- February 12)  
7:30 - 9:20 p.m.  
**SKILL PRACTICE TRIAD #4** |         |
| 8    | 3/05     | 5:30 - 7:30 p.m. | Cognitive/Behavioral approaches & intervention  
**QUIZ**  
7:30 - 9:30 p.m.  
**SKILL PRACTICE TRIAD #1 (change triad members)** |         |
| 9    | 3/12     | 5:30 - 7:30 p.m. | Cognitive Behavioral approaches & interventions  
7:30 - 9:30 p.m.  
**COUNSELING PROCESS TRIAD #2** |         |

*SPRING BREAK- NO CLASS* 3/16-3/21
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<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10</td>
<td>3/26</td>
<td>5:30 - 7:30 p.m.</td>
<td>Group Presentations- evidenced based treatments</td>
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<td>7:30 - 9:30 p.m.</td>
<td><strong>COUNSELING PROCESS TRIAD #3</strong></td>
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<td>11</td>
<td>4/02</td>
<td>5:30 - 7:30 p.m.</td>
<td>Group Presentations- evidenced based treatment</td>
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<td><strong>INTERIM DYAD REPORT DUE</strong></td>
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<td>(covering 2nd counseling process triad sessions 1-3)</td>
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<td>7:30 - 9:30 p.m.</td>
<td><strong>COUNSELING PROCESS TRIAD #4</strong></td>
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<td>12</td>
<td>4/09</td>
<td>5:30 - 7:30 p.m.</td>
<td>Resistant/Reluctant and Mandated Clients</td>
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<td>Counseling Children and Adolescents</td>
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<td><strong>TAPE SCRIPT ANALYSIS #2 DUE</strong></td>
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<td>(Use counseling process # 4- April 2)</td>
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<td>7:30 – 9:30 p.m.</td>
<td><strong>COUNSELING PROCESS TRIAD #5</strong></td>
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<td>13</td>
<td>4/16</td>
<td>5:30 – 9:20 p.m.</td>
<td>Crisis Counseling</td>
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<td>7:30 – 9:20 p.m.</td>
<td><strong>COUNSELING PROCESS TRIAD #6</strong></td>
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<td>14</td>
<td>4/23</td>
<td>5:30 – 9:20 p.m.</td>
<td>Counselor self-care</td>
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<td><strong>COUNSELING PROCESS TRIAD #7</strong></td>
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<td>15</td>
<td>4/30</td>
<td>5:30 – 9:20 p.m.</td>
<td><strong>LAST CLASS</strong></td>
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<td><strong>FINAL DYAD REPORT DUE</strong></td>
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<td>(covering 2nd counseling process triad sessions 1-7)</td>
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<td><strong>FINAL EXAM</strong></td>
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Grading System

Skills/Laboratory Experience:

Instructors and Supervisor Evaluation of Skills  375 points

- Supervisor Evaluation of Clinical Skills  100
- Instructor Evaluation of Clinical Skills  200
- Instructors’ Evaluation of Documentation  75
  - Interview Summary and Observation Forms (30)
  - Ethics Assignment  (5)
  - Case Conceptualization  (10)
  - Interim Dyad Report  (10)
  - Final Dyad Report  (20)

Tape Script Grading

Tape Script #1 (Counselor Analysis and Response)  25 points
- (Counselor Responses)  (10 points)
- (Counselor Analysis)  (15 points)

Tape Script #2 (Counselor Analysis and Response)  50 points
- (Counselor Responses)  (20 points)
- (Counselor Analysis)  (30 points)

Presentation  15 points

Quiz  10 points

Final Examination  25 points

Total  500 points

* late and missing assignments will affect your grade and may result in repeating Techniques

475  -  500 points =  A
450  -  474 points =  A-
435  -  449 points =  B+
420  -  434 points =  B
400  -  419 points =  B-
375  -  399 points =  C+
350  -  374 points =  C
325  -  349 points =  C-
below 324 points =  F

below B- student required to repeat Techniques
Enrollment/ Withdrawal Policy
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.